

FENNELL ELEMENTARY

P. O. Box 427
Yemassee, SC 29945

Grades	PK-6 Elementary School	
Enrollment	219 Students	
Principal	Willie Coker	803-398-5591
Superintendent	Douglas McTeer	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

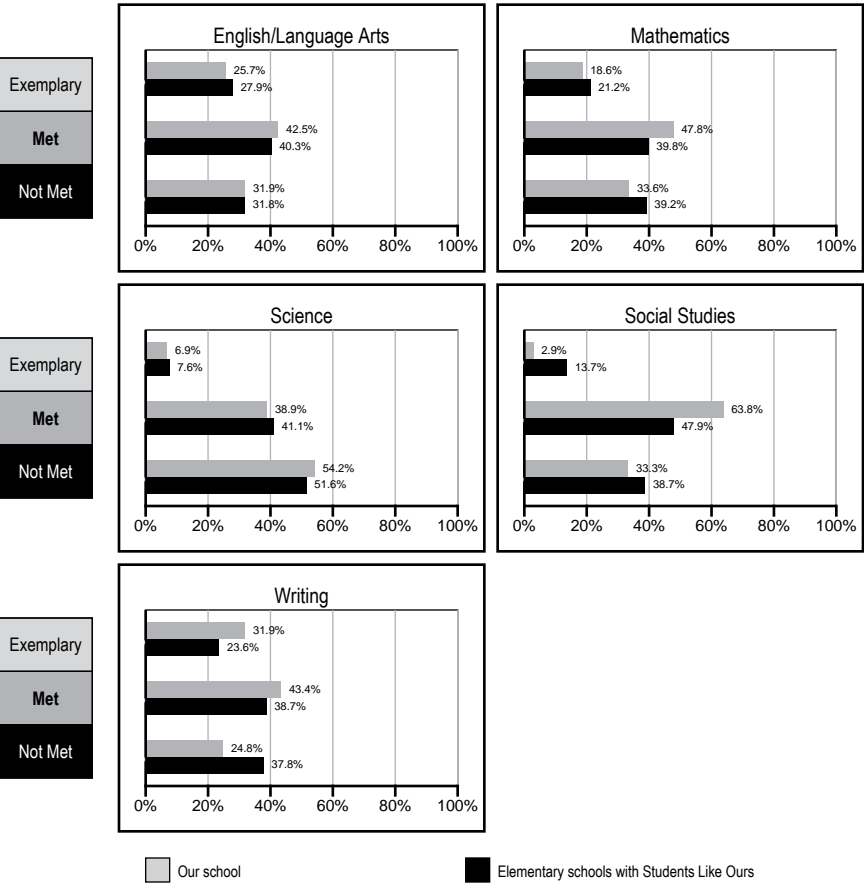
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	103	40	18

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=219)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	No Change	1.6%	1.2%
Attendance rate	96.2%	Down from 96.6%	95.8%	96.1%
Eligible for gifted and talented	2.9%	Up from 2.7%	5.3%	11.7%
With disabilities other than speech	0.0%	Down from 2.5%	8.6%	8.0%
Older than usual for grade	1.1%	Down from 3.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	65.0%	Up from 59.1%	58.6%	60.5%
Continuing contract teachers	100.0%	No Change	80.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.3%	Down from 91.6%	84.8%	87.0%
Teacher attendance rate	93.7%	Down from 94.2%	95.2%	95.4%
Average teacher salary*	\$47,797	Down 1.6%	\$45,655	\$47,288
Professional development days/teacher	6.4 days	Down from 9.3 days	11.1 days	10.5 days
School				
Principal's years at school	46.0	Up from 45.0	3.5	4.0
Student-teacher ratio in core subjects	11.4 to 1	Down from 12.4 to 1	18.0 to 1	19.2 to 1
Prime instructional time	88.5%	Down from 89.9%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	26.6%	Down from 99.8%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,424	Up 5.9%	\$8,356	\$7,548
Percent of expenditures for instruction**	66.0%	Up from 64.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	62.9%	Up from 60.1%	62.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fennell Elementary is a family and community school working and growing together with the community. We are impressed with the growing level of parental engagement and community involvement. We added eight new volunteers to our program this school term. It is our goal to continue partnering with parents, volunteers and the community to provide an educational program, within a learning environment, which fosters the growth of the whole child to ensure quality learning.

We are implementing scientifically research-based practices in our total academic program. These strategies have provided us with skills to become better readers and writers. As a result of reading intervention, we are now closing the achievement gap in learning.

We are providing Academy of Math and Reading to all students in need. We are providing tutorial service to our students. The 21st Century program augments academic and culture programs for our students.

We made 2010 Adequate Yearly Progress and were the recipient of the 2010 Red Carpet School Award for family-friendly atmosphere, customer-focused service. We received an excellent rating on our four-year-old program.

We are committed to quality education for all students. Therefore, we ask your support as we put children first.

Willie Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	40	29
Percent satisfied with learning environment	100.0%	79.5%	85.7%
Percent satisfied with social and physical environment	100.0%	76.9%	75.9%
Percent satisfied with school-home relations	88.9%	87.5%	79.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.6%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	116	100	31.9	42.5	25.7	84.1	79.5	83.5	Yes	Yes
Gender										
Male	53	100	30.8	46.2	23.1	82.7	73.8	80.1	N/A	N/A
Female	63	100	32.8	39.3	27.9	85.2	85.3	87	N/A	N/A
Racial/Ethnic Group										
White	19	100	38.9	16.7	44.4	77.8	83.1	89.6	I/S	I/S
African American	96	100	29.8	47.9	22.3	86.2	76.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	63.6	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	0	N/A	N/A	N/A	N/A	N/A	39	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	104	100	32.7	46.5	20.8	83.2	75.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	116	100	33.6	47.8	18.6	85.8	75.3	80.4	Yes	Yes
Gender										
Male	53	100	40.4	46.2	13.5	80.8	72.4	78.4	N/A	N/A
Female	63	100	27.9	49.2	23	90.2	78.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	19	100	33.3	38.9	27.8	94.4	82.5	87.8	I/S	I/S
African American	96	100	34	48.9	17	84	68.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	0	N/A	N/A	N/A	N/A	N/A	31	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	104	100	35.6	47.5	16.8	84.2	70.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	74	100	54.2	38.9	6.9	45.8	60.5	67.3
Gender								
Male	36	100	60	28.6	11.4	40	58.6	66.9
Female	38	100	48.6	48.6	2.7	51.4	62.3	67.7
Racial/Ethnic Group								
White	13	100	16.7	66.7	16.7	83.3	71.6	79.6
African American	60	100	62.7	32.2	5.1	37.3	49.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	0	N/A	N/A	N/A	N/A	N/A	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	100	58.6
Socio-Economic Status								
Subsidized meals	65	100	60.3	34.9	4.8	39.7	52.6	55.4

Social Studies								
All Students	70	100	33.3	63.8	2.9	66.7	64.8	70.9
Gender								
Male	29	100	34.5	62.1	3.4	65.5	60.4	70.1
Female	41	100	32.5	65	2.5	67.5	69.5	71.7
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	70.3	79.2
African American	60	100	32.2	64.4	3.4	67.8	60.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	0	N/A	N/A	N/A	N/A	N/A	25.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.5	68
Socio-Economic Status								
Subsidized meals	62	100	36.1	60.7	3.3	63.9	59.3	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	116	100	24.8	43.4	31.9	75.2	68.8	72.1	96.2	95.7
Gender										
Male	53	100	30.8	36.5	32.7	69.2	59.9	65.2	96.1	95.6
Female	63	100	19.7	49.2	31.1	80.3	77.9	79.2	96.3	95.9
Racial/Ethnic Group										
White	19	100	27.8	38.9	33.3	72.2	71.3	80.8	93.6	94.9
African American	96	100	24.5	43.6	31.9	75.5	66.2	59.7	96.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	87	97.8	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	64.6	N/A	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	13.8	27.7	96.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.2	63.7	97.8	96.9
Socio-Economic Status										
Subsidized meals	102	100	26.3	45.5	28.3	73.7	64.8	61.9	96.1	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	30	100	24.1	44.8	31	75.9
	4	27	100	52	20	28	48
	5	46	100	31.8	52.3	15.9	68.2
	6	44	100	39.5	44.2	16.3	60.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	20	35	45	80
	4	28	100	35.7	32.1	32.1	64.3
	5	26	100	39.1	43.5	17.4	60.9
	6	42	100	31	52.4	16.7	69
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	30	100	48.3	48.3	3.4	51.7
	4	27	100	32	44	24	68
	5	46	100	47.7	40.9	11.4	52.3
	6	44	100	20.9	53.5	25.6	79.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	40	40	20	60
	4	28	100	25	57.1	17.9	75
	5	26	100	26.1	47.8	26.1	73.9
	6	42	100	40.5	45.2	14.3	59.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	14	100	64.3	28.6	7.1	35.7
	4	27	100	40	52	8	60
	5	23	100	N/AV	N/AV	N/AV	30.4
	6	22	100	N/AV	N/AV	N/AV	47.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	11	100	N/A	N/A	N/A	36.4
	4	28	100	53.6	35.7	10.7	46.4
	5	13	100	36.4	45.5	18.2	63.6
	6	22	100	N/A	N/A	N/A	40.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	16	100	N/AV	N/AV	N/AV	13.3
	4	27	100	N/AV	N/AV	N/AV	76
	5	23	100	N/AV	N/AV	N/AV	57.1
	6	22	100	N/AV	N/AV	N/AV	72.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	28	100	N/A	N/A	N/A	75
	5	13	100	66.7	25	8.3	33.3
	6	20	100	25	70	5	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	30	100	41.4	34.5	24.1	58.6
	4	27	100	28	40	32	72
	5	45	100	25	50	25	75
	6	44	100	34.9	41.9	23.3	65.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	15	55	30	85
	4	28	100	7.1	46.4	46.4	92.9
	5	26	100	30.4	30.4	39.1	69.6
	6	42	100	38.1	42.9	19	61.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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